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A teaching guide for correspondence teachers in the Massachusetts public school system provides information on available tools (teaching manuals, textbooks, study guides, and office supplies); on scheduling, grading, and keeping records; on characteristics of the correspondence student; and on teaching techniques and communication with the student. The appendix includes sample tools with comments, messages, blank forms, and sample teaching comments. (eb)

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Massachusetts Department of Education
Bureau of Adult Education and Extended Services
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HOW TO TEACH A CORRESPONDENCE COURSE

1. Your Tools
2. Your Guide Lines
3. Your Students
4. Your Techniques
5. Appendix

   (Sample tools with comments;
   messages, blank forms,
   sample teaching comments.)

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May 1969

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How To Teach A Correspondence Course

In the Beginning ..."Thank You"

In the beginning ...further on ...and all the way to the end - this is a new approach. But in the beginning it is nevertheless appropriate to say "thank you".

Our "thank you" cannot be a conventional one. "How to Teach" was not written by arbitrary fiat; it was written by the teachers themselves and, indirectly at least, by the students.

It is not always clear who wrote what, especially in the ample Appendix. But we are grateful to all those who contributed (knowingly or unknowingly) - grateful to an understanding professional and clerical staff, an outstanding faculty, and to a multitude of students who are the reason for everyone's efforts. We are grateful for the offical blessing (expressed or implied) of those "higher-up".

To the faculty we say "This is your manual". May it be a source of inspiration, a guide for ready reference, and a stimulus to your own creative thinking.

Comment is invited. "Pro" and "Con" are equally welcome whenever sincerely spoken. To read and criticize is to compliment the writers; the only true slight is not to read at all.

Certain indivduals doubtless feel that they deserve special mention somewhere on this page. They are right. But to decide whom to mention is as difficult as to decide whom to invite to a small wedding! The solution is to give no indivdual credits.

Many, however, will see themselves, at unexpected moments, somewhere in these pages. Look carefully then for your reward!

Anon has given rise to more great thoughts than almost anyone since Shakespeare. But Anon isn't around to assume responsibilty for anonymous remarks. Let Anon take the credit for whatever is of value in the following pages. The blame for shortcomings falls clearly upon the Supervisor.

Robert B. Wentworth
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182 Tremont Street
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May 1969

How To Teach A Correspondence Course

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How to Teach a Correspondence Course

Your Tools

Your students and you will have available the same study materials. In most instances, a course is based on a standard textbook. A book of supplementary readings, a workbook with perforated pages, or other materials may also be required. There is also a Study Guide which (a) states the study assignment for each lesson, (b) outlines the homework to be submitted for correction and (c) contains study notes or an instructor's message. The study guide is a teaching instrument; it gives the kind of help that an instructor would give in a classroom.

Your first step is to become familiar with these academic tools. See them as your students see them. The subject is familiar, but the course is not unless you prepared the course. It is strongly recommended that you as a new correspondence teacher (no matter how experienced as a classroom teacher) begin by doing the lessons as a student. This will not only help you to know the course, but it will provide a model set of answers to help you in evaluating student papers efficiently. Sometimes it is possible to compare answers with an instructor experianced in teaching the particular correspondence course which is now your responsibility.

Several other specialized academic tools have been developed within the Bureau of Adult Education and Extended Services. A catalog of courses - the latest one was Correspondence Courses 1968-69 with its red and white checker-board cover- is a useful reference work. It should help you to see how your courses fit into the total program. Perhaps also the course descriptions will help you to offer appropriate advice to a deserving student.

The Handbook for Authors of Correspondence Course Study Guides will be made available to instructors who are asked to write new courses or prepare major

revisions. Some study guides, however, are written by authors who do not intend to teach the course which they prepare.

How to Study a Correspondence Course was written specifically for our students. It is an informal, practical treatment of the subject. You may want to suggest that a particular student refer to a particular page in the manual for help in a very specific problem or for advice in preparing lessons or getting ready for the final examination.

The Yearbook of Outstanding Work by Correspondence Students (only one year so far) is a compilation of student work of unusal interest. You should encourage your more able students to compete for a place in future editions of the Yearbook. You should nominate worthy papers as they come to your attention. You will find the Yearbook to be inspiring, fascinating, sometimes amusing, and often informative.

The Correspondence Course Handbook for Educational Personnel in Correctional Institutions serves a limited purpose, but it is a useful document.

The Correspondence Courier (usually quarterly) is an informal newsletter which goes to both faculty and students. A Staff Manual has been prepared for use in the office only. The How to Teach manual which you are now reading is, of course, another academic tool.

In addition to your academic tools, you are provided with certain administrative tools, i.e. office supplies. You should have on hand at all times the following supplies:

a) grade slips

b) tally sheets

c) postage-paid return envelopes

d) Standard Invoices
(in 5 copies- white, yellow,pink, blue, and green)
e) paper clips

New instructors will be issued a kit of office supplies. When additional supplies are needed an informal request is sufficient.

The grade slip is to be attached to the upper lefthand corner of each paper corrected. It must show the student's name, the lesson number, a numerical grade, and the instructor's name or initals. (See Appendix)

A tally sheet is made out each time a batch of corrected papers is returned to the office. This form shows your name, the date, and the number of lessons in each course being submitted. The count will be checked by the senior clerk and used to support your later billing for pay purposes. (See Appendix)

The postage-paid return envelopes enable you to return lessons without the expense or inconvenience of using postage stamps. If one envelope will not hold the lessons being returned, use additional envelopes or paste the front of the envelope on the 9 x 12 envelope in which you received lessons. Use of these envelopes speeds the lessons to the recording clerk who keeps official grade records.

The Standard Invoice is the bill that you submit for your services. The frequency of billing will depend somewhat on the amount owed you. Some instructors submit an invoice once a month; others submit quarterly. In any case, (a) you must bill in terms of calender months and (b) you must submit a bill as of June 30 each year since this is the end of the fiscal year. (See sample Standard Invoice and detailed directions in the Appendix)

Your Guide Lines

Welcoming New Students. When a new student enrolls in your course, you will be notified almost immediately by a copy of the student's receipt. You now know that you have another student. You have an opportunity to take the initiative in welcoming him. Many students pay for a course, receive the materials, but still fail to submit even the first lesson. We have found that a welcoming letter, with follow-up letters later if needed, helps to increase participation.

Your welcoming letter should be a note of introduction in which you express an interest in the student and encourage him to begin work as soon as possible. The introduction may include personal information about yourself, if you like, or it may be a more general greeting in which you indicate your expectations of the student. Some sample letters are shown in the Appendix.

If you send a copy of your letter to the office, we will duplicate it for you and send it to you in quantity with envelopes for mailing.

Should you reveal your identity? Many students like to know the name of the instructor and most instructors do reveal their identity in one way or another. You may remain anonymous if you prefer, but do not remain aloof. We protect you by not giving out addresses and telephone numbers without your consent, but we do encourage students to communicate with you by mail.

The welcoming letter is optional but we think it only fair because we ask each student to submit a "Personal Information for Your Instructor" form (see Appendix) with his first lesson. But unless you send a welcoming letter there may not be a first lesson!

Lessons In and Out. When a student completes an assignment, he mails his lesson report ("homework") directly to the office. The receipt of his

lesson is indicated by a date entry on his student grade card. The lesson is then mailed to the instructor, usually the same day but in any case within 24 hours.

You, as the instructor, are asked to correct the lesson, grade it, and add your teaching comments (This procedure will be discussed in detail in part 2 of this manual) within one week, then return the lesson to the office in a postage-paid return envelope.

Promptly, upon receipt of the corrected lesson, the recording clerk records the percentage grade and date and mails the lesson to the student in a window envelope. (Lessons to inmates are returned to the Education Officer)

Time Limits. Students are expected to complete all the requirements (lessons and supervised final examination for all credit courses and some non-credit courses) within two years in order to obtain credit and/or a certificate for satisfactory completion of the course. This is a liberal allowance; most courses can be completed in about six months by a diligent worker who will average about one lesson per week.

If a student is inactive for a year, he may re-enroll within the original two-year limit upon payment of a re-enrollment fee. The fee is not charged to inmates of correctional institutions.

Grading System. The grading system is basically that used by most high schools and colleges in Massachusetts. As a matter of fairness, strict adherence to this system is essential.

A grade represents your professional judgment. We in the office will not pressure you to change a grade (nor will we change the grade ourselves), but if we obtain information which was not previously available to you, we may ask if, under the circumstances, you may wish to reconsider your comments or your grade. You are under no obligation, however, to change a grade.

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The lesson average and the final examination grade count equally in determining the final grade. This is important because of the nature of correspondence instruction. A correspondence student proves himself in the final showdown in the same way that a class student does.-- by taking a supervised examination.

Percentage grades must always be shown on grade slips, but only letter grades (with or without plus or minus) are shown on student papers. Percentage grades are used so that the recording clerk can compute the final grade without making an academic interpretation. We have found that letter grades are reasonably accurate and that they discourage squabbling over a percentage point or two.

The following letter grades and the corresponding percentage grades will be used as indicated:

A 90% - 100% (Excellent)

B 80% - 89% (Very good)

C 70% - 79% (Average)

D 60% - 69% (Passing but unsatisfactory)

E Below 60% (Failure) Work may be resubmitted once.

Inc. Incomplete. Work may resubmitted once.

See Appendix page 25 for further details on grades

If a passing grade is received initially, a student may not submit the same assignment again.

A lesson may be incomplete due to oversight, lack of materials, or misunderstanding. Often a decision must be made between a failing grade and an incomplete. If the work submitted is of reasonably good quality, you may wish to consider the paper incomplete rather than failing. As a matter of courtesy, you should indicate what is lacking in the incomplete paper. It is possible that a page may be missing from the student's copy

of the study guide or even from the textbook!

Incomplete papers should be processed and counted on the tally sheet as a lesson corrected for which payment is expected. When the lesson is resubmitted in correct form (and a permanent grade is given) a notation to this effect should be made on the tally sheet, but the paper should not be counted again for payment. (Note that if the student fails to resubmit the paper the faculty member still receives payment.)

Failing papers are regared as regular lesson papers on which teaching comments are in order. Your comments enable the student to profit by his mistakes. You should urge him to redo the entire lesson and to submit both the original version and the revised version of his lesson report. In this instancethe lesson is counted as a corrected lesson on the tally sheet each time it is submitted because the instructor must, in effect, correct two lessons.

Final Examinations. The final examination should be a worthwhile learning experience rather than merely a means of obtaining a grade covering the entire course. Instructors are encouraged to provide new examinations from time to time; at least two forms of the final examination should be current at all times.

Just as a student may resubmit a failing lesson once, so he may take a supervised final examination once. Ordinarily an immediate re-examination serves no useful purpose. As a rule of thumb, a three month interval for review is suggested; if the student is to be tutored he may be ready for re-examination much sooner. The recommendations of a tutor, guidance counselor, or education officer will usually be followed. There is a three dollar fee for re-examination.

How to Teach a Correspondence Course

Corrected lessons are returned to students (Correctional institutions may let the student see his paper but retain possesion of it until the inmate is released), but corrected examination papers are kept on file in the office for at least a year. Comments may be written on the examination paper written by the student. These comments will form the basis of a personal letter from the supervisor or one of the professional staff. The purpose of the letter is to point out the shortcomings and to indicate how they may be overcome. Usually, the procedure for review and re-examination is indicated and an application form for re-examination is enclosed.

Proctors are asked to supervise examinations only if the student (a) has a passing or better average on all lessons and (b) has had all lessons corrected and returned.

How are supervised examinations provided? As he nears the completion of his lessons, each student should submit the application for examination. On the prescribed form (see Appendix), he will indicate that he intends to take the examination at the testing room operated by the Bureau or that he has arranged with a school official, military officer, or education officer for the supervision of the examination. The approximate date of the examination is indicated and, if the examination arrangments have been made by the student, the name, address, and title of the official chosen must be shown.

No place is so remote that an examination cannot be taken. Most students take their examinations under a school official, a military officer or an education officer.

Should an instructor keep grade records? One advantage of correspondence instruction is that it is all instruction -- the office does the administrative and clerical work, even down to averaging your grades for you. You are not required to keep any grade recoreds.

However, most instructors do keep some sort of grade record. It provides the basis for telling whether a student is improving or not and to what extent. You may want to know the lesson average when you grade the final examination. Once in a blue moon a paper slips through the office without the grade being recorded; it is then helpful if the grade can be obtained from the instructor.

Is there any summer vacation? No, not really. Students may enroll for courses any business day of the year. There are fewer lessons submitted during the summer, but some students find it necessary to complete courses before the opening of the school year.

Most of our faculty continue in service throughout the entire year. We are accustomed to receiving papers from popular vacation spots.

If you wish to be completely free from your responsibilities for a time, please do one of the following: (a) arrange with a colleague to handle your work for you during your temporary absence. You will continue to be responsible for the course and will receive payment, but the actual teaching will be done by your personal substitute. This arrangement is advantageous to us because it requires no paper work! (b) discuss your problem with the Supervisor. We've known to get an excellent substitute and hold a posistion open for a year while one of our instructors enjoyed a Sabbatical in Europe.

What is the duration of a faculty appointment? Appointments are usually indefinate, but may be terminated by either side on written notice.

We are required by law to terminate the appointment of any person who is retired under the state retirement system. Faculty over the usual retirement age may be continued in service if they are not under the state retirement system.

How to Teach a Correspondence Course

As a matter of policy, faculty are teachers in service, former teachers, or practitioners in the field in which the are teaching.

Residence in the Greater Boston area is desirable, but temporary removal to another part of the country can be accommodated. A permanent removal out-of-state may terminate the appointment since contact by telephone and attendance at occasional meetings are important.

What faculty meetings are held? General faculty meetings are rare, but meetings by academic areas (English, Business, Mathematics, Science, Social Sciences etc.) are usually scheduled at least once a year. An agenda is distributed at the beginning of each meeting. Sometimes a faculty group may want to organize into a working team; this was done voluntarily by the English faculty in May 1968.

Several academic areas have group leaders. These leaders are similar to department chairmen in a school except that they do not have administrative responsibilities.

How to Teach a Correspondence Course

Your Students

In a normal year nearly 3000 new enrollments are received by our Bureau of Adult Education. We have no exact count of the number of different students but the new enrollments plus the students who are still active from previous enrollments makes for a sizeable student body.

What is a typical student like? It immediately becomes evident that there is no single typical student. There are several broad overlapping categories, however. More than a third of our enrollments come from inmates of state and county houses of correction. Adult candidates for a high school equivalency certificates or a local high school diploma are another group. War veterans enroll in large numbers; often they are interested in a series of related courses which may lead to college or even provide a head start in college .

Another category is the wife and mother who now has time to resume an interrupted education. Some students are interested in only one course which will prepare for a state examination or licensing requirement: the real estate broker's license, the journeyman electricians' license, the civil service examination for junior building custodian, etc.

A few senior citizens are pursuing a hobby. High school students, some in small communities and others in large school systems, are, with the permission of their guidance counselors, meeting certain requirements for the local diploma through correspondence study.

The typical student is probably over 21 but under 40 years of age. He has had at least two years of high school, but since he has been away from school for years, he lacks the confidence in his ability to achieve in any educational situation. Formerly, a high school dropout, he is in danger of becoming a two-time drop-out. Social pressure, job pressure,

or a similar driving force gets him interested in furthering his education. He makes a start, but,unless he feels a sense of accomplishment, he is not likely to continue. Adults seldom complain; they merely disappear quietly.

Adults choose correspondence study rather than other means of furthering their education for any of several good reasons. Many of them might return to day classesexcept that they would feel out of place or that traditional educational process seems too time-consuming. In many cases family or occupational responsibilities make even evening classroom attendance difficult or unsatisfactory. Inmates of correctional institutions have limited classroom oppurtunities but a relatively large range of correspondence course poourtunities. Those who are physically or emotionally handicapped find correspondence study a convenient way to satisfy their needs without competing with others in class.

Correspondence students as such are neither more or less able than other students. To suceed however, they must have a degree of independence that other students may lack. They must participate fully; they cannot coast along with a class. But correspondence students have an advantage in that they may proceed at their own pace at a chosen time and place. They may be older than full-time students, but research has shown that age itself is no barrier. Age brings with it two great advantages. The older student has the benefit of stronger motivation. He knows what he wants; he knows why he is studying. Secondly, he has seen a bit of life and can bring to bear his experience in solving his academic problems.

Watch several hundred people hurry through a busy street corner. These are the correspondence students or the potential correspondence students. They are the good, the bad, the indifferent.--a cross section of lower

and middle class humanity. Some of them may even be your correspondence students!

Most students never complete the correspondence courses for which they enroll. Some never start; others do no more than two or three lessons. Too many almost finish.

Why? A study at the University of Tennessee showed that correspondence drop-outs gave the following as the reasons for not completing the courses: lack of time, increased job responsibilities, increased family responsibilities etc. But, significantly, the student who completed courses often had the same problems! Character seems to have a great deal to do with finishing or not finishing, but your encouragement can help students to finish. Most students who undertake a course are capable of completing it IF they keep at it.

But what about the student who obviously isn't able to do the work of the course? You will spot him when you read his first lesson report. Perhaps you gave him the benefit of the doubt and some helpful suggestions, but lesson two confirms your original judgment. What next?

At this point you are expected to make a practical recommendation. Should the student set aside the course for the time being, enroll in a lower level course, and when ready return to the course at hand? (Example: Everyday Arithmetic for a student who is unready for General Mathematics). Or should the student transfer to a prerequisite course (English IX instead of English X) or an entirely different academic area? Your recommendation will carry great weight and will, incidentally, exempt the student from a transfer fee. (But he will be expected to pay for the lessons corrected.)

So much for the immediate situation. Looking ahead, you may wish to propose a simple pre-test to determine if a student is ready for a given course. Such a test could be administered in the office before an application for enrollment is accepted. (Present plans call for a pre-test to determine whether a student should be admitted to English XI General or English XI College Preparatory. The pre-test would be corrected in the office.)

Your Techniques

Getting ready. Know the materials thoroughly. Unless you are teaching a new course, you will find that the first papers you receive are from students at different points in the course. No chance just to keep one lesson ahead of the class!

If you already know the text, your next step is to become acquainted with the study guide. This is a teaching document. It may summarize the text, interpret it, raise questions about the content, present different points of view, explain the same materials in a different way, present new material, challenge the student to think both creatively and critically. Your teaching comments written on the student lesson reports will supplement the teaching of the study guide.

It has already been suggested that a good preparation for the beginning correspondence instructor is to do the course in the role of the student. A good study guide will tempt you to do this! You will learn from the experience and you will also gain a set of model answers to help you in your work.

Next, know your students. The information about students in this manual is just the beginning. Make use of the "Personal Information for Your Instructor" form. (See Appendix) If it is not submitted with the first lesson, ask for it. Comment in a friendly way, if you can, about the student's previous achievements. Try to relate the course as much as you can to the interests which he has indicated. Be as conversational as you would in a face-to-face discussion.

NUEA Standards, The National University Extension Association (the Bureau has been a member since 1920) has established various standards and criteria for the conduct of correspondence instruction. Most of these are

administrative in nature, but several refer to the activities of the correspondence teachers.

By way of background, it should be pointed out that NUEA has stated the following philosophy which has implications for the teacher as well as the entire organization:

"The philosophy of education of the correspondence study program should express our society's basic belief in the worth and dignity of the individual, emphasizing equal educational opportunities and chance for self-improvement to all persons regardless of wealth, geographic location, health, previous educational accomplishments, or social status."

More specifically, NUEA requires that

-- the correspondence instructor approach his responsibilities in the same professional manner that he carries out classroom teaching.

-- motivation shall be deliberately stimulated by the correspondence teacher.

-- lessons be returned within one week of their receipt.

-- students shall be made continuously aware of their progress.

-- well-planned examinations in at least two equivalent forms shall be available.

Grading papers is not enough. Grading the lesson reports may be the last step but it is not the whole process. The competent instructor will correct mistakes, evaluate (grade) the work, and offer teaching comments. The latter function is probably the most important of the three.

If there are two admonitions which must be given correspondence instructors more often than any other advice it is these:

1. Return all lessons within one week.

2. Always include teaching comments even if the paper is of straight A quality.

Communicate. Only through communication does the actual teaching in a correspondence course take place. With teaching comments, the student

experiences a two-way street down which questions, answers, and other communications may pass. Without comments, learning is a cold, one-sided experience, giving meager satisfaction and little encouragement to take another course. Even the A student feels cheated or neglected if he does not receive comments.

Make marginal comments and interlinear comments whenever the need arises or the spirit moves. Include summary comment at the end. This final comment may balance strong points against weak points, compare the present lesson with previous work or (particularly in the case of better students) suggest other topics of interest, further readings, others solutions or interpretations which would be acceptable, ways of applying course content to outside experience, or offering challanging questions.

Comments should be explicit, detailed, and as lengthy as necessary to convey all the instructor can offer to help the student on any given lesson.

Comments and corrections should be as self-explanatory as possible. There should be no doubt as to the meaning.

Comments should be as warm and conversational as possible. If it helps to be familiar, be familiar but keep your professional point of view.

In some instances working out a model answer is worthwhile. You may provide an extra practice exercise. This is not to be submitted for correction; subsequent lessons will show whether or not the student has learned from the additional help. (Additional handout sheets can be duplicated in the office.)

Vague praise and the same positive comments soon become meaningless to the better student. The more that can be provided by way of supplement,

suggestions for further exploration, and thought-provoking questions, the better.

It should be reasonably evident from the correction and comments how the grade was determined. Whatever the grade, it should be backed up by evidence.

Your handwriting may reflect your personality, but make it as legible as possible.

If you must be stern, do so in a friendly manner. Unfavorable comments may be offset with favorable comments even though the adverse remarks point out major faults and the commendation is for a minor virtue.

Show compassion where compassion is needed. A rebuke to an inmate may seem like a reminder that the whole society has condemned him. On the other hand, he does not expect, and should not be shown favoritism. The weak student may also need compassion.

A compassionate approach calls for rather detailed if less extensive remarks. Show very carefully how the student has erred and give him hints, if possible, to aid him in his second attempt. Since a student may resubmit an incomplete or a failing paper <u>once</u>, you should offer him as much aid and encouragement as possible so that his second attempt will be really worthwhile. The weaker the student the more he needs a feeling of success, no matter how minor the achievement.

How well do you know a particular student? A mild criticism may be a cause of real concern to some; others will brush off anything short of a strong statement. Chastisement can be helpful if it arouses a desire to learn because the instructor is showing that he will not accept poor work when he is confident that the student can do much better with a reasonable effort.

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Prepare to accept a broad range of quality in lesson reports. Your communication must be adjusted to the level of the student. Your comments will need to be simple in some instances; in other instances you may talk as between equals.

(See examples of actual teaching comments in the Appendix.)

Now you are ready to read the students' lesson reports. You are one of a select group of about 50 correspondence faculty members. We say "select" because when you were chosen a department chairman or other official was asked to suggest "one of his top teachers". Or you may have made a name for yourself as an accountant or lawyer.

With this knowledge that you are appreciated (and we'll pause a moment to say "thank you" right now), you go to the upper lefthand drawer of your favorite desk and remove the lesson reports which have been received during the last few days. You opened your mail when it first came to your hands (sometimes there is an urgent message), but you follow the practice of many of your colleagues in choosing a definite time and place each week to "meet" with your correspondence students.

What is the ideal "meeting place"? A comfortable background of music or baseball may be both pleasurable and helpful for routine correction, but it is of doubtful value in making judgments on the quality of an essay question answer or in trying to figure out why a student doesn't do better work than that which he has just submitted. Reading and evaluating lesson reports is work, whether it is frustrating or rewarding.

Perhaps it is true that the disappointing papers are those from students who most need your help. On the other hand, some papers are very rewarding; you will experience a satisfaction perhaps not gained from your

classroom teaching. What you do for your most able students (and some of them are inmates) will pay the greatest dividends in terms of benefit to society.

As you read an inmates paper, remember that his communication has particular meaning to him (or her) because he (she) is reaching out to a friendly person on the "outside". Your teaching is part of his rehabilitation, his preparation for a return to society as a useful citizen.

If you have very few papers, perhaps the use of odd moments rather than a set time is appropriate. You may teach one lesson to one student in those few moments, perhaps otherwise wasted, while waiting for supper. Or the single lesson may be a prelude to other more arduous duties.

No matter how you arrange your "encounter", you should feel friendly, eager to be helpful, curious about what your students are saying, responsive. Project yourself! Let your students feel your personality; in correspondence instruction at least it is more important than your authority. (To a remarkable extent our instructors are able to get involved on a person-to-person basis. See some of the sample student comments in the Appendix.)

As you "meet" with your students, you may wonder <u>what some of your colleagues have to say</u> about correspondence teaching. You will be interested to know that this manual has been read and approved by a number of the faculty, including those new to correspondence instruction. Some specific points have been offered by our teachers for the benefit of their fellow teachers. Promptness (some take pride in 24 hour service) and the importance of teaching comments were stressed by everyone. Here are some other specifics:

-- thinking of students as people. Concentrate on the <u>one</u> student to whom you are talking <u>now</u>.

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-- Make each student feel that he is the one about whom you are concerned. The personal touch is vital. Some people respond better than others, but just little comments will spur many on to greater efforts.

-- Write marginal comments which will stimulate. You may reach a student by being stern, witty, or humorous.

-- Remember that your student may have forgotten much since he left school. He may be unsure about simple things like adverbs and direct objects.

-- Why is something wrong? Why can't I use this form? You should answer such questions before they are asked. Adults are practical, aren't they?

-- Don't discourage your students by being too arbitrary or authoritative. The same error occuring several times in the same lesson can be counted as one error

--Perhaps it is worthwhile to give extra encouragement on the first lesson.

-- Give examples from your own experience, whenever you can, to illustrate a point or explain a correction.

-- Sometimes you should provide a model answer yourself, pointing out how it overcomes the weakness or error of the student's answer.

-- Sometimes let yourself be carried away and do a great deal more than is expected of you. The growth of your student will more than compensate for the extra work on your part. (See Appendix for examples of long teaching comments.)

What should be rewarded? The emphasis will vary with the nature and difficulty of the course, but, in general, all of these factors should be rewarded:

a) technical correctness and accuracy (very important)

b) substantial content, including a reasonable amount of detail

c) command of the language

d) organization of information and ideas, especially if the organization is original.

e) originality or creativity of any kind so long as it pertains to the problem and has a decent respect for facts.

f) evidence of sound reasoning, even if the conclusion is unconventicnal.

g) critical thinking, even if it cannot answer the questions it raises.

h) the proper use of grammar.

i) interpretation of information as opposed to information alone.

By the same reasoning, the lack of the above qualities should be penalized to some extent. A paper which would not be an acceptable English paper should not be considered a good history or science paper even if all the facts are correct. Society penalizes for poor organization and bad grammar; if we are realistic we will do likewise. Furthermore, the historian or the scientist who will think creatively and express himself effectively will be a better historian or scientist than his brothers who lack communication skills.

What might you do beyond the call of duty? Encourage students to go the extra mile, but first go the extra mile yourself! Constantly stimulate both critical thinking and creative thinking. There may be better answers still undiscovered.

Refer from time to time to the "Personal Information for Your Instructor" sheets submitted by your students. Perhaps you will discover a new

connection between what is being studied and what a particular student has said about himself. Suggest new adventures, even those beyond the scope of the course.

Ask the Supervisor for more background information on a student if you feel the need of it, Perhaps an education officer (prison) or a guidance counselor (school) can give us valuable information about a particular person. Personal problems rather than academic shortcomings may be the real stumbling block. You may even help solve the personal problem just by being interested!

Use the telephone. The office is as near as your phone. e have unlimited outgoing telephone service to all points in the state. Let us know if you want us to telephone you for a long chat.

Why not use the telephone to keep in touch with your students? This is being done on a large scale in a few midwestern universities. A doctoral thesis was written on the subject at the University of Michigan recently. You may indicate that you will welcome calls between certain hours on definate days. Better yet, you may want to control the situation by stating that you will initiate the call if your student will indicate times when he will be available.

Would your student accept a collect call if he lives outside the metropolitan area? He might consider it a bargain. Unfortunately, we cannot reimburse you for toll calls placed from your telephone, but you may come to the office and use toll-free Massachusetts line if you like.

The Michigan experiment seems to indicate that students who participated

regularly in telephone conversations with the instructor improved in their work and submitted lessons more faithfully than similar students who did not have telephone conversations. Telephone calls may be either personal calls or conference calls for a group of students experiencing similar difficulties.

Visit an interesting student or a group of students. You may use our office as a neutral meeting-place, if you like. Or visit all of your students who are in a certain correctional institution. Several instructors have talked face-to-face with individual inmates about specific subject-matter and about life in general. You may want to join the headquarters staff on one of our periodic visits to institutions, or you may prefer that we arrange for you to visit on your own. The experience is rewarding!

What else? You may come up with a perfectly wonderful idea no one has thought of yet. Let's hope so!

XXX

APPENDIX

The administrative tools

This is what a grade slip looks like....

actual size

2" x 4"

Student's name...Jon Student.....
Grade in per cent..82%..Assgt. No. ..3..
Date.....5/15/49.....
Instructor...LES.....
*(Clip firmly to upper left-hand corner of Lesson Paper)

*Use paper clips. Please do not staple.

After you have placed a letter grade on the lesson report, translate this letter grade into a percentage figure to be shown on the grade slip. The recording clerk will appreciate it!

Some faculty find it convienient to use a fixed equivalent. Under this system, the straight letter grade is the midpoint from which variations are figured. For example, B is 85. B plus may be assumed to be 3% above (88%) and B minus could be 3% below the midpoint (82%).

Please do not award a grade of 59% just because it "comes out that way". How can anyone convince a dissappointed student that there is a significant difference between 59% and 60%? In borderline cases the real question is "Is it better to pass the student or not to pass him?" If you believe he should pass, he may be given a grade of 60%. If you believe he should not pass, we suggest that you examine his work again. A more critical analysis will doubtless indicate the loss of a few more percentage points.

Let Us Start A Correspondence Course.

Below you will find a [illegible] Algebra.

We should like to [illegible] of the Mathematics Department [illegible]

[illegible]. You [illegible] [illegible] [illegible] trying to be [illegible]!

The Standard Formula [illegible] is fully explained. Follow the step-by-step directions and don't be afraid of it!

DEPARTMENT OF EDUCATION
BUREAU OF ADULT EDUCATION AND EXTENDED SERVICES

Your Name [illegible] Date 5/25/69

REPORT OF CORRESPONDENCE LESSONS CORRECTED

Please make out one of these forms for each batch of corrected correspondence lessons which you mail to the Bureau. These forms will be used to check your bills. The number of papers billed during any billing period must be in agreement with the sum of the totals on these forms for the corresponding period.

NO. OF LESSONS	TITLE OF COURSE
6	Algebra I
3	Algebra II

Mu--32

For Bureau Use Only
Verified by _____ Date _____

FORM CO-12 5001 101 C-61-017317

The Commonwealth of Pennsylvania
STANDARD INVOICE

Comptroller's Division Voucher Number

COMPTROLLER'S DIVISION

(1) Adult Education and Extended Services Section — Education
SPENDING AGENCY DEPARTMENT

LOCATION TO WHICH DELIVERED

Spending Agency Voucher No.

(2) Purchase Order No. 34232

Requisition No.

(3) Account Name Adult Education & Extended Services Section

1303 - 12 - 03

Vendor's Invoice No.

(4) Invoice Date May 12, 1969

Terms

(5) Name and Address of Vendor
William Teacher
121 Semester Street
Swarthie, Pennsylvania 02001

Note to Vendor: Use separate Invoice for each separate Purchase Order or delivery on contract. Mail original and three copies to the State Agency to which the goods were shipped or the service rendered. See "Special Note to Vendor" on #2 Copy.

I certify that the goods were shipped or the services rendered as set forth below:

(6) VENDOR (SIGN IN INK) BY William Teacher

(7) QUANTITY	DESCRIPTION OF ARTICLES OR SERVICE	(10) UNIT PRICE	(11) AMOUNT	✓	(12) OBJECT CODE STATE AGENCY USE ONLY
	For services as a correspondence instructor during April and May 1969				
(8) 60	Algebra I	.75	$45.00		
(9) 30	Algebra II	.75	$22.50		
		Total Amount			
		Cash Discount			
		Net Amount	$67.50		

TO LIQUIDATE ENCUMBRANCE
INDICATE PARTIAL DELIVERY ☐ OR INDICATE FINAL DELIVERY ☐

VENDOR LEAVE BLANK — SPENDING AGENCY MUST FILL IN

EXPENDITURE ACCOUNT	AMOUNT	OBJECT CODE	OBJECT CODE AMOUNTS	ENCUMBRANCE LIQUIDATED ORDER NO.	AMOUNT	BALANCE
(13)						

COMPUTATIONS
PRE-AUDIT
DATE GOODS REC'D.
ENTERED BY — STOCK LEDGER / EXPENSE LEDGER
EXAMINED AND MEASURED BY
PRICES VERIFIED BY
APPROVED
INVOICE FIGURED BY

Standard Invoice

The numbers on the various parts of the sample Standard Invoice correspond to the comments shown below.

(1) Spending Agency -- Adult Education and Extended Services Program Department -- Education.

(2) Purchase Order Number -- A number which is changed at the beginning of each fiscal year. Leave blank if you do not know the number of the current fiscal year. (The fiscal year begins July 1.)

(3) Account Name -- Adult Education and Extended Services Program 1303 - 12 - 03.

(4) Invoice Date -- The date which you submit the bill.

(5) Name and address of vendor -- Your name and address must appear in this box.

(6) Signature -- Unless your signature is here, the bill cannot be paid.

(7) Description of Articles or Service -- "For services as a correspondence instructor during (names of months and year)"

(8) List separately the different courses for which you have returned corrected papers.

(9) Quantity -- Opposite each course title, give the number of papers graded for that course during the period covered by the invoice. This number must conform to the totals on the tally sheets submitted during the same period.

(10) Unit Price -- The rate which you are paid for each paper. This rate is shown in your letter of appointment.

(11) Amount -- The total amount due you for each course. Separate totals must be shown for each course.

(12) Net Amount -- The total bill for all courses.

(13) This portion of the form is to be left blank.

NOTE: Use carbon paper in preparing the invoice. You may retain the blue copy for your records; the yellow copy will be returned to you with your pay check which comes from the office of the State Treasurer. Sign and submit the white, yellow, pink, and green copies.

Further notes on the use of the Standard Invoice.

If you are authorized to prepare an original study guide manuscript, (a new course) please use a separate Standard Invoice form when you bill for your services. (Reason: your bill for lesson service is approved immediately; your bill for the preparation of a manuscript is approved when the manuscript is accepted.) The procedure is exactly the same except that the following type of entry should appear.

Quantity	Description of Articles or Service	Unit Price	Amount
	For preparation af a new manuscript for the correspondence course German I.		
32 Lessons		$15	$480

Ask the Supervisor for billing instructions if you are authorized to revise an existing manuscript.

If you are authorized to prepare one or more new examinations for a course, an entry similar to the following may be made on the Invoice on which you bill for lesson service.

		Unit Price	Amount
	For preparation of 2 final examinations in Automotive Engines.		
		$3.00	$6.00

How To Teach A Correspondence Course

A Welcoming Letter*

Dear -------:

As a new student in a correspondence course in English, you are to be congratulated on two counts: first, for recognizing that you can improve yourself by further education; secord, for having the ambition to take steps in this direction.

As an English class-room teacher of long experience, I look forward to helping you in your reading and writing problems. I also expect to enjoy working with you as an indivdual student, not as a member of a class with many different problems.

For us to succeed in this joint project of ours, you will have to use your will power to get your lessons done in regular, systematic fashion, just as I shall have to get your papers back to you as soon as it is possible for me to do so.

I'm sure it is scarcely necessary to stress for you the practical value of English as a tool in today's world. When we know how to put sentences together correctly, we can speak with ease and confidence and express our meanings clearly. When we read instructions in manuals or receive directions from supervisors, we can comprehend quickly and proceed with our work confidently. When we submit reports - oral or written - they will be clear and even pleasing perhaps. There is hardly a better way to raise one's status as a worker and as a person.

I look forward to hearing from you. Keep your papers coming!

Sincerely yours,

*NOTE: You will receive the #4 copy of the student's numbered receipt. This tells you that a student has enrolled and that his package of study materials has already been sent to him. Otherwise you would not know of his enrollment until he sends his first lesson.

Unfortunately, students are sometimes slow in getting started; in some courses perhaps one fourth or more never get started at all! The purpose of the welcoming letter is to reduce this non-participation.

Hoe To Teach A Correspondence Course

Introducing Your Instructor:*

Your instructor, ----------, is a native of Colorado and a graduate of the University of Denver where he received his B.A. degree (with Phi Beta Kappa honors) in 1949 and his master's degree in 1950. He has done further graduate study at the University of Nebraska and the Johns Hopkins University, majoring in English with minors in philosophy and history.

Before he was a college teacher, ---------- was employed for two years as a technical writer by the Glenn Martin Company in Baltimore. Currently on the English faculty of the Boston extension of the University of Massachusetts, he previously taught English at Marshall University in West Virginia, Idaho State University, and the University of Notre Dame.

---------- served for two years in the U.S. Navy, attached to the first Marine Division and saw active duty in Guadalcanal, Pelelieu, and Okinawa during World War II.

Primarily a teacher and a short story writer, he has this to say about his varied interests:

"My interests are fairly universal. Apart from writing, music af all kinds appeals to me most. As a teacher my principal interest is in discovering new talent and in fostering and encouraging such talent. Education is not merely training for a career; at best, it is a means of self-discovery. Education is also a process of becoming more human. This process is life-long , shared alike by teacher and student.

"My hearty best wishes to both new and continuing students. Please drop me a line if you have any problems or questions about anything in your course."

*NOTE: An introduction such as this one is sent with the package of study materials. It is hoped that it will interest the new student in getting started.

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
BUREAU OF ADULT EDUCATION AND EXTENDED SERVICES

PERSONAL INFORMATION FOR YOUR INSTRUCTOR
(Your instructor will keep this page for reference)

Your answers to the following questions will help your instructor to help you throughout the course. Please be as specific as you can and submit this page with your first assignment.

Name of course in which enrolled _____

Full name of student _____

Address _____

Age _____ Occupation (please describe duties briefly) _____

_____

_____

By whom employed? _____

Family (parents, husband or wife, children, etc.) _____

_____

How much high school or college credit have you already earned? _____

_____

How much previous education or experience have you had in the subject you are now about to study? _____

_____

Are you a candidate for the high school equivalency certificate? _____

Are you a candidate for a local high school diploma? _____ If so, where? _____

What are your chief educational goals? _____

_____

What special help or benefit are you looking for from the course you are just starting? _____

_____

_____

Please turn over the page

Do you usually find it difficult to study? _____ If so, why do you think this is the case? _____

_____

Are there unusual difficulties? _____

_____

_____

What hobbies or voluntary activities do you enjoy most? _____

_____

Please mention several personal achievements of which you are particularly proud. Some of these achievements may be very minor incidents and others may be important events in your life. List ten if you can. (The achievements need not be connected with education).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Other information useful to the instructor (please use the space below as you see fit).

Thank you for your co-operation. You have given your instructor interesting information which will enable him to adapt this course to your interests and needs. Please feel free to ask questions about the subject you are studying and your progress in the course. Study hard, don't worry, enjoy yourself! Good luck and best wishes.

The Faculty and Staff

The Commonwealth of Massachusetts
Department of Education
Bureau of Adult Education & Extended Services

APPLICATION FOR SUPERVISED EXAMINATION—CORRESPONDENCE COURSE

The supervised final examination is an essential part of every correspondence course offered for credit. Our credits are recognized because our students prove their ability in the same way that class students do–by taking a supervised final examination.

No credit can be awarded for the completion of a correspondence course unless the student has a passing or better lesson average and at least a passing grade in the final examination. The lesson average and the examination grade count equally in determining the final grade.

A certificate will be awarded automatically for each course completed with **both** a passing or better lesson average and a passing or better examination grade. **See below for information about transcripts.**

Supervised examinations are given on a regular schedule at the **Bureau of Adult Education Testing Room.** Examinations may also be supervised by any public school official at his convenience, provided the student makes arrangements in advance. Students in the Armed Forces may similarly take examinations under the supervision of an officer.

Please complete and submit this application when you have finished the **third lesson from the end** of the course (for example, lesson 22 in a course with 24 lessons).

To the Supervisor of Correspondence Instruction:

A. Kindly arrange for the supervision of my examination in

Name of Course: _____

Signed: **(Name of Student and Address)** _____

_____

_____

(1) I have arranged with _____, Official Position
(Name)

_____
(Address)

for the supervision of my examination at his office, on _____

(2) I request that my examination be given at 142 Berkeley Street, Boston. If you request the latter, indicate here with a cross: ____:

Approximate date examination desired, _____

NOTE: AN EXAMINATION TAKEN AT 142 BERKELEY STREET SHOULD NOT BE STARTED LATER THAN 1:00 p.m.

The following examination schedule is now in effect at 142 Berkeley Street, Boston

EVERY SATURDAY 9:00 a.m. – 4:00 p.m.

B. Kindly submit a transcript of my credits for this course to the name and address indicated below:

Name and title of individual _____

Name of college or
other organization _____

Address _____

_____

One transcript is provided free. Additional transcripts may be obtained on payment of one dollar each.

Please return this **ENTIRE PAGE** when requesting an examination or transcript. **Thank You!**

Sample Teaching Comments

These are actual teaching comments, chosen at random. Many comments not chosen may be equally good - or even better. For that reason it seems fair not to identify any of the instructors.

All these comments seem to be "winners". In some cases, we know they're winners because we've been able to observe student reaction; in other cases success is a reasonable guess.

We do not say, "Do it this way." We do say, "We hope these random examples will inspire you to do your best in your own way."

Where names of students are used , another name has been substituted for the real name.

a. General comments - appropriate for any subject.

"I am disappointed in your answer to this question. It is not up to your usual standard."

"This is the best lesson you've done yet."

"Please!! Let's see all the work. Thanks, John."

"I think you did an 'A-1' job as usual. As I've written before, it has been very pleasant going over your work. Good luck. Don't worry about the final exam. You should really 'sock it'."

"Your work is good and I am interested in the note about yourself. Did _____ High make you leave or did you leave because you don't live in _____ any more? _____ has a program for young married girls."

(Any note of congratulations, written on a separate sheet, indicating the student's strong points and weak points in the examination. Remember that the corrected examination is kept on file; it is not returned to the student.)

(See an excellent summary comment on page 37)

b. Comments in English, social sciences and language courses.

"Excellent paper! Your analysis of the Ruth episode and of Genesis in general is sensitive and well-written."

"The quotations are interesting, but they crowd out your own composition."

"Is the reader sure that Macbeth had not felt similar ambition for power? Did not Banquo fear that Macbeth might succumb to the temptation offered by the prophecies?"

"Your characters are well selected and your details are good. But where is the effort to imitate Chaucer's subtle irony?"

"No kidding! Do you really follow the stock market? That's great! Have you heard of the book A Teenagers Guide To Wall Street? Perhaps you can write one of your essays about stocks."

(Re: "great leap forward" - Student states that it is the race between China and India)

"Not quite true. It refers to China's attempt, under Mao, to convert from an agricultural nation to an industrial nation, from a near medieval system to the 20th century,"

"How does this show that a nation and a civilization writes its records on the land? What about the remains of cities, tombs, etc.?"

"Perhaps the general attitude toward the national budget is the only real difference now (between the two major political parties)."

"The conversational tense is the passé composé. Don't use the passé simple; you sound bookish if you do. But you need to know it because you find it in your reading. For instance, French Masters, page 25, line 3."

"Remember: à for cities
en for feminine countries."
You cannot mix familiar and formal forms." (and many other similar comments on the same paper)

(See also two examples of stern but friendly comments (English; Interior Design) and an excellent summary comment (American History) which follow on pages 37-39)

c. Comments in the sciences, technical subjects, mathematics.

"Janice, I am looking at page 9 of your STUDY GUIDE. It says ..... Do Test No. 2, Units III - IV.

Now you should notice that this test is composed of 4 pages. I'm sending this one back to you to be finished. Please do pages 2-3 and 2-4 and attach them to your 2-1 and 2-2 and send them all back to me for correction. I think I pointed this out to you when you did assignment 3. Perhaps my information reached you after you had sent this lesson in."

"Esther, we had a little trouble in these examples. $R=\frac{P}{B}$ B is the Base. Now by Base they mean the place from which you started.- B like Air Base where the planes are located or the place they start from.

In example 1, 15 is what % of 60? You started with 60, therefore, 60 is the Base. Now we might say what part of 60 is 15 or 15/60 or 1/4 or 25%?

Another key word is "of". Any number following this word is always the BASE."

"Ted:

Apply formula

$B = 5 \quad P = 4 \quad M = 5$

Then $R = \frac{P \times C}{P \times (N+1)}$

Then "plug in"

$R = \frac{4 \times \frac{1}{5}}{\frac{4}{1} \times \frac{5}{1}} = \frac{4}{1}$ $5\overline{)4}$ .80 4/5

Ans. 4 4/5 %

How To Teach A Correspondence Course

"I like the write-up in your local newspaper (commenting on clipping submitted by student with his lesson). It looks like a well-equipped shop and a good sized one. A local Ford dealer had all their mechanics walk out because changing snow tires and installing anti-freeze effected their flat rate. The service manager wanted to have some of my students to keep the service department in business. You have a responsible job and seem to thrive on the work. Glad to hear from you."

"IF is transfered through T_2 and applied to the Diode. Detector in series with the secondary of T_2. The audio voltage across the 05 capacitor is fed back through the voltage appearing across the 5K volume control to the base of the amplifier. The same voltage through the 2.7K is used for AGC voltage. See your diagram."

"When a varying current passes through a resistor we get a varying voltage which may be used for control purposes. Is this the answer to your uncertainty?"

(See also "An excellent example of a long comment in Geometry" which follows on page 40)

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d. An excellent summary comment. (from an American History paper)

"On the whole this is a good beginning: you have the ability to get quickly to the heart of the answer; you have a basic grasp of expression with a willingness to use your own phraseology rather than rely on the (history) book; you have an appreciation of facts demonstrated by your answers. This all represents a sound foundation. By way of general criticism I would suggest

1. that you try developing your paragraphs a bit more -- they constitute now the bare essentials.
2. that you watch diligently on mechanics of writing (spelling, punctuation, capitalization).

Concentrate on these two elements for the future. Your mechanics obviously need much work, but with a sentence or two of elaboration your paragraphs could easily become more effective. Also I am sure that the material will become more interesting."

An excellent example of a stern but friendly comment.

" This is as good a place as any to go into some of the misconceptions about English themes and English teachers (at least about this English teacher)

"There is no special subject matter that pleases an English teacher. Good clear writing is all that matters. A sunset is no better subject-material than a garage interior. In a sense anything goes. Just make it clear.

"Your off-the-cuff remarks about the seasons are a waste of time -- your time. The reason that I am annoyed is that you have a great deal to give. Why didn't you say something interesting?

"One of my English teachers long ago had us write our first theme on anything that we really "hate" or really "love". The writing on those first essays was clearer, sharper, and stronger than the writing on some of our later efforts. Later on, some of us were trying to figure out "what she's like .

"If I had written on suggested topic 5 on page 7 in the study guide, I might have written a stronger and clearer essay by far than if I had settled on the seasons as probably the easiest topic.

"There's always something to say about the seasons, but to say it well takes energy. What exactly do you see in the springtime? Not only "flowers in bloom", but women shaking rugs, men painting lawn chairs, youngsters playing marbles and shooting squirt guns. (That's a spring thing!)

"The assignment has in it two words: "Be specific". You can write with feeling. Do it!"

Another example of a stern but friendly comment (failing paper)

"Sally, this is a nice example of a house for your project and here and there you have selected some interesting bits to make a home cozy and colorful, BUT you have not carried out the assignment as it was suggested. You should follow the directions very carefully and actually go through the house room by room.

"Make a floor plan of each room on 1/4 inch graph paper. It is easier for you and it is more accurate. It helps you to avoid making a baby's crib bigger than a piano. You should actually measure every single item to be sure it is the proper size for the place you intend to use it.

"Sally, you must put a great deal of planning into this lesson if you expect to learn anything from it. It's O.K. to cut a few pictures and paste them down, but the real value of this kind of lesson is going through all the needed planning to make a home attractive and useful to all members of the family. Furniture styles and color schemes should be co-ordinated and harmonious.

"You have more ability than you have displayed here. Please return this entire lesson revised and improved just as soon as possible. Good luck."

How To Teach A Correspondence Course

A long comment in Geometry (for a student who will profit from the extra attention.)

" 1. On the completion test, Part I you read some of the questions too hurriedly or else you were careless.
For instance, in No. 1, the minor arc is the arc intercepted. by the angle when the angle is acute, but when the arc is the one in which the angle is inscribed and minor, then the angle is obtuse.

" 2. Question 10 is the same as question 5: one you answered correctly and the other incorrectly.

"3. Question 4 and question 6 are the same, and again you were inconsistent in your answers.

"Part II, No. 3. It is understood that any statement of fact standing alone requires proof just as if it were a theorem.

"Part II, No. 4. This problem is so simple; how could you miss it? All it takes to get triangles similar are a pair of mutually equal angles. Angle FAC and angle APC are measured by equal arcs, hence equal. Angle APC is equal to itself. Hence the triangles are similar.

"Part IV. Never use numerical symbols in proofs.. What may be true of one set of numbers may not be true of another. A proof must always be in general terms so that it covers all possible situations. In this case all you had to do was to state that

1. Triangle ABC is similar to Triangle GDF.
2. Angle A = Angle D
3. CH perp. AB; GE perp. DF
4. Angle CHA = Angle GED
5. Triangle CAH is sim triangle GDE
6. CA/GD = CH/GE (The end) "

(Triangles ABC and GDF were shown in the original comment.)

ERIC
JUL 8 1969
on Ad